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ABSTRACT

The Physical Fitness Unit for grades K-12 of the Roslyn Public Schools in New York provides students with the knowledge to develop and maintain a level of health-related physical fitness both in and out of school that minimizes the risk of developing cardiovascular disease. The unit teaches the interrelationship of physical fitness, exercise, and nutrition, and prepares each student to assume his/her own responsibility for fitness and wellness. The design of the fitness unit includes a fitness evaluation that indicates the fitness range a student should attain to maintain a healthy status. Students formulate contracts for fitness attainment levels or establish individual fitness programs for fitness development in a noncompetitive and self-evaluative manner. This curriculum guide offers an overview of physical fitness units at the high school, middle school, and elementary school levels. It includes course outlines, fitness evaluation report forms, weekly workout program forms, a diet chart, a copy of a letter to parents introducing the fitness education program, a parent handout on physical fitness, fitness standards, and samples of certificates for use as student rewards. (JDD)

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"Implementation of a New Physical Wellness Curriculum: Joys and Perils"

A Presentation to the 1993 EDA/AAHPERD National Convention in Washington, D.C. March 28, 1993

by

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OVERVIEW

The focus of a physical education curriculum in the next decade must address the rapid decline in the levels of physical fitness among American youth. A major concern for the Physical Educator is the direction and emphasis a physical fitness program should take. Should a fitness program emphasize motor skill development or health related performance? The promotion of concepts in health related fitness is not meant to replace motor skill objectives. However, the recognition of health related fitness does clarify that its objectives are different from motor skill objectives and yet both are essential to physical education programs.

"In 1987, AAHPERD described physical fitness as a physical state of well being that allows an individual to:

1) perform daily activities with vigor
2) reduce his/her risk of health problems related to the lack of exercise
3) establish a fitness level base for participation in a variety of physical activities." (AAHPERD, Physical Best. Reston, VA.: AAHPERD, 1989.)

The challenge of physical education is to provide a physical fitness program that instills in students a love of activity. Students should feel that fitness is fun and establish health related fitness as a priority in their lives. An elementary through secondary grade level physical fitness program should provide the knowledge and techniques each student needs to develop intrinsically positive attitudes and feelings towards activity. These attitudes are currently lacking in today's society.

Current research findings indicate that moderate physical activity as an adult can significantly reduce levels of cardiovascular disease, the leading cause of death in Americans. It seems only appropriate that fitness should become a major priority in our lives. The Roslyn Public Schools Physical Fitness Unit for grades K-12 shall provide students with the knowledge to develop and maintain a level of health related physical fitness both in and out of school that minimizes the risk of developing cardiovascular disease. The aim of the physical fitness unit shall be to teach students the interrelationship of physical fitness, exercise and nutrition. The unit shall ultimately prepare each student to assume his/her own responsibility for fitness and wellness. The design of the physical fitness unit shall be a fitness evaluation that produces a means of assessment of the health related components, all related to health risk factors that might arise in one's life. The health related fitness evaluation and standard measurement indicates the fitness range a student should attain to maintain a healthy status. A student will either formulate his/her own contract for fitness attainment levels or establish an individual fitness program for fitness development in a non-competitive and self evaluative manner.

High School Overview on Physical Fitness Unit

The purpose of the Physical Fitness Unit on the high School level is to teach students the knowledge and techniques necessary to incorporate fitness as an integral part of their lifestyle. Each student will gain knowledge relevant to his/her own personal fitness program, sound nutritional practices, and exercise principles. This will enable each individual to manage his/her life with balance and moderation. The individual fitness assessment and final evaluation affords each student the opportunity to grasp the importance that health related fitness has on his/her own personal well being and health at large. The individual fitness program, formulated by each student, empowers the individual to take responsibility for his/her own health and wellness.

The High School Physical Fitness Unit is grouped by 9-10 and 11-12 grade levels. There are two fitness unit plans - a 9-10 grade level plan and an 11-12 grade level plan. Each level course meets for approximately twenty class sessions, equivalent to one quarter, one marking period, or a ten week interval. The fitness assessment for each student becomes part of a district grade level profile.

9-10 Grade Level - "Fitness"

The design for the 9-10 grade level Fitness Unit is an assessment of the health related fitness components and the formulation of an individual personal fitness program. A preliminary fitness level evaluation is administered. Utilizing preliminary assessment results, each student will formulate his/her own personal fitness exercise program. The objectives of this program are: (1) attainment of improved fitness levels, (2) identification of areas of regions of the body to strengthen, (3) development of an individual fitness program which incorporates all fitness components (aerobic endurance, muscular strength and endurance, flexibility), (4) individual responsibility for his/her own fitness.

The instructor will teach concepts in principles of exercise, fitness, nutrition and health risk behaviors. The knowledge and techniques of fitness exercises, weight training, cross-training activities and the latest exercise trends will be incorporated. The measuring and monitoring of one's heart rate, target heart rate, and blood pressure will be included.

Students will be given class notes, supplemental materials, assignments and written tests throughout the ten-week course. Class time will be allotted for personal fitness programs, as well as cross-training activities and weight training. A final project will be done for each class.

The instructor will compile a class report of student evaluations for a district grade level profile.

11-12 Grade Level - "Fitness for Life"

The basic design for the 11-12 grade level Fitness Unit of "Fitness For Life" is essentially the same as the 9-10 grade level unit. A greater time frame will be allotted to personal fitness programs performed outside of school. An inter-disciplinary approach with the Home Economics Department will be planned for a cooking experience. A group project will be required on a fitness related topic.

A fitness assessment will be administered. A composite of final student evaluations for a district grade level profile will be made by the instructor.

ROSLYN HIGH SCHOOL
COURSE OUTLINE FOR "FITNESS FOR LIFE"

A. Overview of Fitness Course
   1. Benefits and consequences of maintaining adequate fitness levels
   2. Assessment cards and components of health related fitness
   3. Description of individual workout programs
   4. Brief description of cognitive concepts of exercise
   5. Nutrition areas to discuss
   6. Group project options
   7. Health risk behaviors as described by AHA

B. Assessment of Health Related Fitness Levels
   1. Flexibility
      a. Upper body - Arm lift
      b. Trunk of body - Trunk lift
      c. Lower body - Sit and reach
   2. Muscular Strength
      a. Upper body - pull-ups, bench press for repetition maximum,, strength index
      b. Lower body - leg press for repetition maximum, strength index
   3. Muscular Endurance
      a. Upper body - push-ups, bench press
      b. Abdominals - sit-ups
      c. Lower body - leg press
   4. Cardiovascular Endurance
      a. Mile or exercise bicycle
      b. Oxygen uptake - step test, jump rope test

C. Evaluation of Assessment Levels
   1. Criterion referenced reliability standards
   2. Identification of each student's strengths and weaknesses
   3. Self-Evaluation for individual goal setting.

D. Cognitive Concepts of Exercise/Fitness
   1. FIT Guidelines (Frequency, Intensity, Time)
   2. Principles of Exercise (Progression, overload, specificity, regularity)
   3. Strength vs Endurance Training
   4. Target Heart Rate Zone
   5. Health Risk Behaviors

E. Individual Workout Program
   1. Individually designed, based on fitness assessment levels
   2. Specificity of exercises and exercise stations
      a. Upper body regions
      b. Lower body regions
      c. Cardiovascular endurance

3. Determining Levels of Intensity
    a. Strength vs Endurance Training
    b. Proper weight levels based upon percentage of repetition maximum
    c. Proper levels on cardiovascular equipment/machines
4. Identification of specific muscles/muscle groups utilized at each station
5. Recording Workout Information (reps, set, weight, heart rates)
6. Weight Training Principles to follow during workout
    a. FIT Guidelines
    b. Principles of Exercise
    c. Proper techniques on each piece of equipment
    d. Use of universal weight machine vs free weights vs hydrafitness equipment
7. Exercise Workout Circuit (Upper body, lower body, cardiovascular endurance)

F. Cross Training Activities
1. Ascertainment of benefits from varied exercise activities
2. Levels of intensity to attain
3. Types of exercise (aerobic, strength, endurance, flexibility)
4. Measuring heart rates

G. Formulation of Weekly Personal Exercise Program
1. Exercise program outside school
2. Selection of activities/modalities
3. Goal setting

H. Latest Trends in Exercise
1. Step aerobics
2. Exercise tubes
3. Heart monitors
4. Cardiovascular machines (nordic track, treadmills, etc.)
5. Weight training machines/equipment

I. Nutrition and Diet
1. Food Pyramid - Daily Requirements
2. Food labeling
3. Content of Ingredients
4. Vitamin supplements
5. Weekly diet charts
6. Health Risk Behaviors (smoking, alcohol, drugs, cholesterol, steroids)

J. Fitness Weekly Articles/Handouts/Newsletter

K. "Fittest of the Fit" list - Best performance in each assessment

L. Measurement of Blood Pressure

M. Guest Speaker(s)

N. Cooking Experience(s)

O. Cognitive Content Test

P. Group Project(s)

Q. District Student Profile per grade level

HIGH SCHOOL PHYSICAL FITNESS EVALUATION REPORT

Student Name _____ Age _____ Male/Female

Grade _____ Teacher _____ Date _____

Fitness Component	Measurement	My Score	My Goal	Final Evaluation
Cardiovascular Aerobic Endurance	Mile Walk/Run_____ Bicycle _____	H.R._____ E.H.R._____ R.H.R._____ TIME_____		
VO_2 Capacity	Steps_____ Jumprope_____ Run/Walk_____	H.R._____ E.H.R._____ H.R._____ E.H.R._____ R.H.R._____		
Flexibility	Sit and Reach Arm Lift Trunk Lift	_____ _____ _____		
Muscular Endurance	Sit-Ups Push-Ups Bench Press Leg Press	_____ _____ _____ WT._____ _____ WT._____		
Muscular Strength	Pull-Ups_____ Modified_____ Flex Arm _____ 1 RM Bench Press_____ 1 RM Leg Press_____	_____ _____ _____ _____ S.I._____ _____ S.I._____		

MIDDLE SCHOOL PHYSICAL FITNESS EVALUATION REPORT

Student Name _____ Age _____

Grade-Period _____ Teacher _____ Date _____

Fitness Component	Measurement		Pre-Evaluation	My Goal	Final Evaluation
Aerobic Endurance	Mile Walk/Run Step Test Rope Skip				
Flexibility	Sit and Reach				
Abdominal Strength and Endurance	Sit-Ups				
Upper Body Strength and Endurance	Pull-Ups_____ Modified_____ Flex Arm Hang_____				
			Date:		Date:

FITNESS EVALUATION COMMENTS

Fall		Spring
☐	1. Fantastic-Outstanding Achievement	☐
☐	2. Working Above Fitness Goals	☐
☐	3. Meeting Fitness Goals	☐
☐	4. Student Has Worked Hard To Meet Goals...Nice Job	☐
☐	5. Nice Effort...Keep Working Towards Goals	☐
☐	6. Needs To Work Harder To Meet Fitness Goals	☐
☐	7. Needs To Work On Abdominal Strength And Endurance	☐
☐	8. Needs To Work On Upper Body Strength And Endurance	☐
☐	9. Needs To Work On Flexibility	☐
☐	10. Needs To Work On Aerobic Endurance	☐
☐	11. _____	☐
☐	12. _____	☐

WEIGHT TRAINING WORKOUT PROGRAM

NAME _____ PERIOD _____

UPPER BODY		DATE	DATE	DATE	DATE	DATE	SPECIFIC MUSCLES
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
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	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						

LOWER BODY		DATE	DATE	DATE	DATE	DATE	SPECIFIC MUSCLES
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						
	WT						
	SET						
	REPS						

SIT-UPS ABDOMINALS		DATE	DATE	DATE	DATE	DATE	SPECIFIC MUSCLE REGION
	SET						
	REPS						
	SET						
	REPS						
	SET						
	REPS						
	SET						
	REPS						
	SET						
	REPS						

AEROBIC ENDURANCE		DATE	DATE	DATE	DATE	DATE	SPECIFIC MUSCLES
ROWING MACHINE	TIME						
	HR						
BICYCLE	TIME						
	HR						
STAIRCLIMBER	TIME						
	HR						
SKI MACHINE	TIME						
	HR						
MINI TRAMPOLINE	TIME						
	HR						
JUMP ROPE	TIME						
	HR						
	TIME						
	HR						
	TIME						
	HR						
	TIME						
	HR						
	TIME						
	HR						

KEY

SET = Unit of Repetitions

REPS = Number of Repetitions for each set

WT = Weight to use each station
Hydrafitness machines use intensity 1 - 6 for WT.
Non-weight bearing stations, leave WT. blank (toe raises, dip bar, pull-ups)

TIME = Duration of time you exercise on an aerobic machine (minutes)

HR = Your Heart Rate at exercise. Take pulse for 1 minute at the completion of an aerobic endurance station. Record this number for HR.

HOW TO WORK OUT

1. Warm up with flexibility exercises for 3 - 5 minutes
2. Date your workout
3. Check stations - upper body is color-coded yellow
   lower body is color-coded blue
4. Check bulletin board for extra help
5. Record information - WT/SET/REPS/TIME/HR
6. Repeat circuit if you finish all stations and time allows
7. Cool down at end of workout with flexibility exercises for 3 - 5 minutes

PRINCIPLES OF WEIGHT TRAINING

STRENGTH TRAINING = 10 - 12 REPS each set - Weight is 70% - 85% of RM

ENDURANCE TRAINING = 12 - 20 REPS each set - Weight is 30% - 50% OF RM

NAME

WEEKLY WORKOUT PROGRAM

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE	DATE	DATE	DATE	DATE
TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME
H.R.	H.R.	H.R.	H.R.	H.R.
INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL
ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE	DATE	DATE	DATE	DATE
TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME
H.R.	H.R.	H.R.	H.R.	H.R.
INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL
ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION

NAME

WEEKLY WORKOUT PROGRAM

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE	DATE	DATE	DATE	DATE
TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME
H.R.	H.R.	H.R.	H.R.	H.R.
INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL
ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE	DATE	DATE	DATE	DATE
TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME	TOTAL TIME
H.R.	H.R.	H.R.	H.R.	H.R.
INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL	INTENSITY LEVEL
ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION	DESCRIPTION

MIDDLE SCHOOL 6-8 GRADE LEVEL OVERVIEW OF PHYSICAL FITNESS UNIT

The purpose of the Physical Fitness Unit on the Middle School level is to teach the knowledge and techniques necessary to incorporate fitness as a viable part of one's lifestyle. The knowledge each student acquires pertinent to his/her own fitness evaluation, development of individual fitness levels, exercise principles, and fitness exercises/activities will afford each individual a method to attain health related fitness standards. The individual fitness assessment, contract formulation, activity log, and final evaluation report provides each student the opportunity to assume responsibility for their own fitness status.

The Middle School, 6-8 Grade Level, Physical Fitness Unit will begin for a two-week period in the fall with a preliminary assessment and contract formulation. The fitness concepts will be incorporated throughout the Physical Education curriculum for each activity. Activity Logs will be periodically collected and reviewed. A fitness unit of four to five weeks during the spring will provide instruction in cognitive concepts, fitness exercises, fitness circuit, health risk factors, and a final evaluation report. A composite of student evaluations for a district grade level profile will be made by the instructor.

6-8 GRADE LEVEL PHYSICAL FITNESS

The design for the Middle School 6-8 Grade Level Fitness Unit is a fitness evaluation providing a means of assessment of five health related components. All five components relate to health risk factors that might arise in one's lifetime. The object of the design is to teach students how to assume responsibility for their own fitness, encourage positive fitness habits and reduce the chance of future health related risk problems.

A fitness explanation and preliminary assessment evaluation will be provided for two weeks in the fall. Utilizing these results, each student, with the help of the Physical Education teacher, will formulate a personal fitness contract. This contract will identify fitness goals to attain, areas to improve or maintain, and encourage students to acquire a standard or above fitness measurement level. Throughout the Physical Education curriculum, fitness concepts will be incorporated, an outside class activity log provided to enhance development of fitness habits during leisure time, and class time allotted for improvement of fitness component levels. An interdisciplinary approach can provide reinforcement of cognitive concepts from other disciplines. Parent and community public relations can also provide student support and reinforcement of fitness concepts.

The fitness unit, held for four-five weeks in the spring, will instruct students on the cognitive concepts of fitness. Lessons on exercises in each of the five health related fitness components will be taught. Homework and classroom worksheets will be assigned. The final assessment of the individual's fitness level will be administered and a fitness report card issued. A recognition system rewards attainment of achievement in four fitness areas: (1) activity log outside class, (2) contract goals achieved, (3) fitness standard levels achieved, (4) outstanding fitness levels achieved.

A class report of student final evaluations for a district grade level profile will be made by the instructor.

HEALTH RELATED PHYSICAL FITNESS UNIT OUTLINE

6-8 Grade Level

A. Explanation of Fitness
   1. Benefits of Optimal Fitness Levels
   2. Consequences of Inadequate Fitness Levels
   3. Health Risk Factors
   4. Importance to Efficient Body Functioning
   5. Overview of Cognitive Concepts

B. Preliminary Assessment of Fitness Evaluation Level
   1. Explanation of Fitness Components (Video tape on components)
   2. How to Perform Each Component and Measure
   3. How to Measure Initial Fitness Level Through Evaluation Results
   4. Measurement Charts for Level of Performance Per Component
   5. Identification of Strong and Weak Areas
   6. Formulation of Contract Based on Evaluation Results
   7. Activity Logs as a Fitness Workout Outside of Classroom

C. Incorporation of Fitness Into Physical Education Curriculum and Activities
   1. Measure and Monitor Heart Rate and Target Heart Rate During Activities and Exercises
   2. Flexibility Exercises for Each Activity as a Warm-Up and Cool-Down Stretch
   3. Anatomy and Muscles Used in Activities
   4. How Improvement of Muscular Strength and Endurance, Aerobic Endurance and Flexibility Increases Performance in Sport Activities
   5. Utilize Activity Log as Outside Classroom Exercise Program

D. Fitness Unit
   1. Cognitive Concepts of Fitness
      a. FIT Guidelines (Frequency, Intensity, Time)
      b. Principles of Exercise (Progression, Overload, Specificity, regularity)
      c. Components of Fitness
         1. Flexibility
         2. Body Composition
         3. Aerobic Endurance
         4. Muscular Strength and Endurance
      d. Health Risk Factors (Related to Fitness Components)
         1. Obesity/Overweight
         2. Lower Back Pain and Muscle Strain
         3. High Blood Pressure
         4. Diet and Cholesterol
         5. Smoking
         6. Drugs and Alcohol
         7. Lack of Exercise
         8. Heredity
         9. Development of Cardiovascular Disease

2. Lesson Plans and Activities for Each Component
    a. Flexibility
        1. Stretching Exercises
        2. Warm-Up and Cool Down Stretch for Sports Activities
    b. Upper Body Strength and Endurance
        1. Types of Sit-Ups
        2. Abdominal Exercises
    c. Abdominal Strength and Endurance
        1. Types of Sit-Ups
        2. Abdominal Exercises
    d. Aerobic Endurance
        1. Jogging
        2. Aerobic Routines
        3. Step Aerobics
        4. Rope Jumping
        5. Roller Skating
    e. Body Composition
        1. Aerobic Endurance Activities
        2. Nutritional Information
            a. Caloric Intake vs Calories Used
            b. Foods to Avoid and Include in Diet
        3. Weight Control
    f. Fitness Exercises
    (Refer to Specific Component in Guide)
    g. Fitness Circuit - Combine Components in a Circuit Workout
3. Homework Assignment and Classroom Worksheets
4. Final Evaluation of Fitness Level
    a. Review Fitness Contract Goals and Preliminary Evaluation
    b. Perform Fitness Components for Final Evaluation
    c. Fitness Level Report Card
    d. Recognition of Achievement
5. Cognitive Content Test
6. Class Report of Student Evaluations

E. Teacher Evaluation Procedures
1. Preliminary Assessment Evaluation (Fall)
2. Contract and Goal Setting
3. Activity Logs
4. Final Evaluation (Spring)
5. Student Fitness Level Report Card
6. Class Report for District Student Profile
7. Cognitive Content Test
8. Recognition of Student Achievement

F. Student Motivation/Recognition Techniques
   1. Contract and Goal Setting
   2. Activity Log
   3. Recognition for Achievement
      a. Fitness Activity Log (outside class) Award
      b. Fitness Goals Attainment Award
      c. Fitness Standard Attainment Award
      d. Outstanding Fitness Level Attainment Award

G. Parental and Community Public Relations
   1. Description of Program Sent Home
   2. Parent Information Packet on Fitness
   3. Newsletter on Fitness
   4. Fitness Night

H. Interdisciplinary Approaches
   1. Math
      a. Maximum Heart Rate
      b. Target Heart Rate
   2. Science
      a. Anatomy/Muscles
      b. Heart Functioning
      c. Circulation
      d. Blood Pressure
      e. Cardiovascular Diseases/Heart Attack
   3. Art - Drawing Body in Motion
   4. Home Economics
      a. Food Groups
      b. Food Preparation
      c. Diet
      d. Fat/Cholesterol Content
   5. Nurse - Measure Blood Pressure

I. Suggested Activities
   1. Fitness Fridays (One Friday a Month)
      a. Review/Work on Improvement of Component Level
      b. Review Goals set and Contract
      c. Review Activity Logs
      d. Fitness Circuit of Components
   2. Nutritional Fridays (One Friday a Month)
      a. Review Diet
      b. Relate Aspect of Nutrition to Fitness
   3. Aerobic Routines

J. Instructional Equipment and Teaching Aids
   1. Video tape on Fitness Program
   2. Evaluation Measurements
      a. Caliper and Tape Measures for Body Composition
      b. Sit and Reach Box for Flexibility
   3. Anatomy Charts
   4. Curriculum Guide to Fitness

Elementary K-2 Grade Level Overview of Physical Fitness Unit

The purpose of the Physical Fitness Unit on the Elementary level is to teach the knowledge and skills necessary to incorporate fitness as a significant part of one's lifestyle. The knowledge a student applies to his/her own fitness development will afford each individual a method to attainment of health related fitness standard levels. The individual fitness assessment, contract formulation, activity log, and final evaluation report provides each student the opportunity to assume responsibility for his/her own fitness status.

The elementary K-2 grade level Physical Fitness Unit will begin, for a 3 week period in the fall, with instruction and practice of components, contract formulation for spring evaluation, and an activity log. The fitness concepts will be incorporated throughout the Physical Education curriculum within each activity. Activity logs will be periodically collected and reviewed. A fitness unit, for a 4 week period in the spring, will provide instruction in fitness cognitive concepts, fitness exercises, health risk factors, and a final evaluation report. A composite of student evaluations for a district grade level profile will be made by the instructor.

K-2 Grade Level Physical Fitness

The design for the Elementary K-2 Grade Level Fitness Unit is a fitness evaluation providing a means of assessment of five health related components. All five components relate to health risk factors that might arise in his/her own lifetime. The objectives of the design are to teach students: (1) to set goals in the formulation of a personal fitness contract, (2) to apply fitness knowledge to personal fitness development, (3) to evaluate fitness performance and goals, (4) to assess his/her own fitness status. The purpose of the design is to teach students how to assume responsibility for his/her own fitness, encourage positive fitness habits, and reduce the chance of future health related risk problems.

A fitness explanation and introduction to fitness components will be provided for three weeks in the fall. Each student, with the help of the Physical Education teacher, will formulate a personal fitness contract. This contract will identify personal fitness goals to attain and encourage students to acquire a standard or above fitness measurement level. The Physical education curriculum will reinforce and incorporate fitness concepts. The activity log provides an opportunity to develop fitness habits during leisure time. Class time will be allotted for practice of fitness components. An interdisciplinary approach can provide reinforcement of cognitive concepts from other disciplines. Parent and community public relations can also provide greatly needed support and reinforcement of fitness concepts.

The fitness unit, held for four weeks in the spring, will instruct students in the cognitive concepts of fitness. Lessons on exercises in each of the five components will be taught. Homework and classroom worksheets will be assigned. A cognitive content test will be given. The final evaluation of the individual's fitness level will be administered and a fitness report card issued. A recognition system rewards attainment of achievement in four fitness areas:

1. Activity Log Outside Class
2. Contract Goals Achieved
3. Fitness Standard Levels Achieved
4. Outstanding Fitness Levels Achieved.

A class report of student final evaluations for a district grade level profile will be made by the instructor.

HEALTH RELATED PHYSICAL FITNESS UNIT OUTLINE

K-2 GRADE LEVEL

A. Explanation of Fitness

1. Benefits of Good Fitness Levels
2. Consequences of Inadequate Fitness Levels
3. Health Risk Factors
4. Importance to Efficient Body Functioning
5. Overview of Cognitive Concepts

B. Introduction to Fitness Components and Evaluation Methods

1. Explanation of Fitness Components
2. Video Tape on Components
3. Instruction and Measurement Method of Each Component
4. Perform Each Fitness Component
5. Measurement Charts for Standard Performance Level Per Component
6. Identification of Strong and Weak Areas
7. Formulation of Contract for Spring Evaluation
8. Activity Logs for Outside Classroom Fitness Workout

C. Incorporation of Fitness Into Physical Education Curriculum and Activities

1. Measure and Monitor Heart Rate and Target Heart Rate During Activities and Exercises
2. Introduce Flexibility Exercises of Each Activity as a Warm-Up and Cool-Down Stretch
3. Identify Anatomy and Muscles Applicable to Activities
4. Recognize Improvement of Components Enhances Performance in Sport Activities
5. Utilize Activity Log as Outside Classroom Exercise Program

D. Fitness Unit

1. Cognitive Concepts of Fitness Components

   a. Flexibility
   b. Body Composition
   c. Aerobic Endurance
   d. Abdominal Strength and Endurance
   e. Upper Body Strength and Endurance

2. Health Risk Factors Applicable to Fitness Components

   a. Obesity/Overweight
   b. Lower Back Pain and Muscle Strain
   c. High Blood Pressure
   d. Diet and Cholesterol
   e. Smoking
   f. Drugs and Alcohol
   g. Lack of Exercise
   h. Heredity
   i. Development of Cardiovascular Disease

3. Lesson Plans and Activities for Each Fitness Component

   a. Flexibility
   b. Upper Body Strength and Endurance
   c. Abdominal Strength and Endurance
   d. Aerobic Endurance
   e. Body Composition
      1. Nutrition
      2. Weight Control

4. Fitness Circuit

5. Homework Assignment and Classroom Worksheets

6. Final Evaluation of Fitness Level

   a. Review Fitness Contract Goals
   b. Perform Fitness Components for Final Evaluation
   c. Issue Fitness Report Card
   d. Recognize Achievement Levels

7. Cognitive Content Test

8. Class Report of Student Evaluations for District Grade Level Profile

E. Teacher Evaluation Procedures

1. Contract and Goal Setting (fall)
2. Activity Logs
3. Final Evaluation (Spring)
4. Student Fitness Level Report Card
5. Class REport for District Student Profile
6. Cognitive Content Test
7. Recognition of Student Achievement

F. Student Motivation/Recognition Techniques

1. Contract and Goal Setting
2. Activity Log
3. Recognition for Achievement

    a. Fitness Activity Log (Outside Class) Award
    b. Fitness Goals Attainment Award
    c. Fitness Standards Attainment Award
    d. Outstanding Fitness Level Attainment Award

G. Parental and Community Public Relations

1. Description of Program Sent Home
2. Parent Information Packet on Fitness
3. Newsletter on Fitness
4. Fitness Night

H. Interdisciplinary Approaches

1. Math

    a. Maximum Heart Rate
    b. Target Heart Rate

2. Science

    a. Anatomy/Muscles
    b. Heart Functioning
    c. Circulation
    d. Blood Pressure
    e. Cardiovascular Diseases/Heart Attack

3. Art - Drawing Body in Motion

4. Nurse - Measure Blood Pressure

I. Suggested Activities

1. Fitness Fridays (One Friday a Month)

    a. Review/Work on Components
    b. Review Contract Goals
    c. Review Activity Logs
    d. Fitness Circuit of Components

2. Nutritional Fridays (One Friday a Month)

    a. Review Diet
    b. Relate Aspect of Nutrition to Fitness

3. Aerobic Routines

J. Instructional Equipment and Teaching Aids

1. Videotape on Fitness Program

2. Evaluation Measurements

   a. Caliper and Tape Measures for Body Composition
   b. Sit and Reach Box for Flexibility

3. Anatomy Charts

4. Curriculum Guide to Fitness

ELEMENTARY FITNESS UNIT - K-2 GRADE LEVEL - FALL CALENDAR

Week 1

Day 1

1. Explanation of Fitness
2. Videotape on Components
3. Contract Description
4. Activity Log Description

Day 2

1. Introduction of Body Composition Component
2. Evaluation Method
3. Contract Description
4. Activity Log Description

Week 2

Day 3

1. Instruction of Flexibility and Abdominal Strength and Endurance Components
2. Evaluation Method
3. Contract Formulation

Day 4

1. Instruction of Upper Body Strength and Endurance Component
2. Evaluation Method
3. Contract Formulation

Week 3

Day 5

1. Instruction of Aerobic Endurance Component
2. Evaluation Method
3. Contract Formulation

Day 6

1. Contract Formulation
2. Activity Log Formulation

ELEMENTARY FITNESS UNIT - K-2 GRADE LEVEL - SPRING CALENDAR

Week 1

Day 1

1. Review Fitness Overview
2. Cognitive Concepts of Flexibility Component
3. Flexibility Exercises
4. Review Contract Goals

Day 2

1. Cognitive Concepts of Muscular Strength and Endurance Components (Upper Body and Abdominal
2. Muscular Strength and Endurance Exercises
3. Review Contract Goals

Week 2

Day 3

1. Cognitive Concepts of Aerobic Endurance and Body Composition Components
2. Aerobic Endurance Exercises
3. Review Contract Goals

Day 4

1. Health Risk Factors
2. Fitness Circuit

Week 3

Day 5

1. Fitness Circuit

Day 6

1. Final Fitness Evaluation Measurement
   a. Flexibility Component
   b. Abdominal Strength and Endurance Component

Week 4

Day 7

1. Final Fitness Evaluation
   a. Body Composition Component
   b. Upper Body Strength and Endurance Component

Day 8

1. Final Fitness Evaluation Measurement
2. Cognitive Content Test
3. Collect Activity Logs

Week 5

Day 9

1. Final Fitness Evaluation Results
2. Report Card
3. Recognition Attainment Awards
4. Return Content Test

Elementary 3-5 Grade Level Overview of Physical Fitness Unit

The purpose of the Physical Fitness Unit on the Elementary level is to teach the knowledge and skills necessary to incorporate fitness as a significant part of one's lifestyle. The knowledge a student applies to his/her own fitness development will afford each individual a method to attainment of health-related fitness standard levels. The individual fitness assessment, contract formulation, activity log, and final evaluation report provides each student the opportunity to assume responsibility for his/her own fitness status.

The elementary 3-5 grade level Physical Fitness Unit will begin, for a 3 week period in the fall, with instruction of components, a preliminary assessment and contract formulation. The fitness concepts will be incorporated throughout the physical Education curriculum within each activity. Activity logs will be periodically collected and reviewed. A fitness unit, for a 4 week period in the spring, will provide instruction in fitness cognitive concepts, fitness exercises, health risk factors, and final evaluation report. A composite of student evaluations for a district grade level profile will be made by the instructor.

3-5 Grade Level Physical Fitness

The design for the Elementary 3-5 Grade Level Fitness Unit is a fitness evaluation providing a means of assessment of five health related components. All five components relate to health risk factors that might arise in his/her own lifetime. The objectives of the design are to teach students: (1) to set realistic goals in the formulation of a personal fitness contract, (2) to apply fitness knowledge to personal fitness development, (3) to evaluate fitness performance and goals, (4) to assess his/her own fitness status. The purpose of the design is to teach students how to assume responsibility for his/her own fitness, encourage positive fitness habits and reduce the chance of future health related risk problems.

A fitness explanation and preliminary assessment evaluation will be provided for three weeks in the fall. Utilizing these results, each student with the help of the Physical Education teacher, will formulate a personal fitness contract. This contract will identify personal fitness goals to attain, areas to improve or maintain, and encourage students to acquire a standard or above fitness measurement level. The Physical Education curriculum will reinforce and incorporate fitness concepts. The activity log provides an opportunity to develop fitness habits during leisure time. Class time will be allotted for improvement of fitness component levels. An inter-disciplinary approach can provide reinforcement of cognitive concepts from other disciplines. Parent and community public relations can also provide greatly needed support and reinforcement of fitness concepts.

The fitness unit, held for four weeks in the spring, will instruct students in the cognitive concepts of fitness Lessons on exercises in each of the five components will be taught. Homework and classroom worksheets will be assigned. A cognitive content test will be given. The final evaluation of the individuals fitness level will be administered and a fitness report card issued. A recognition system rewards attainment of achievement in four fitness areas:

1. Activity Log Outside Class
2. Contract Goals Achieved
3. Fitness Standard Levels Achieved
4. Outstanding Fitness Levels Achieved

A class report of student final evaluations for a district grade level profile will be made by the instructor.

HEALTH RELATED PHYSICAL FITNESS UNIT OUTLINE

3-5 Grade Level

A. Explanation of Fitness
   1. Benefits of Optimal Fitness Levels
   2. Consequences of Inadequate Fitness Levels
   3. Health Risk Factors
   4. Importance to Efficient Body Functioning
   5. Overview of Cognitive Concepts

B. Preliminary Assessment of Fitness Evaluation Level
   1. Explanation of Fitness Components
   2. Video Tape on Components
   3. Instruction and Measurement Method of Each Component
   4. Evaluation of Individual's Initial Fitness Level Through Preliminary Assessment Results
   5. Measurement Charts for Standard Performance Level Per Component
   6. Identification of Strong and Weak Areas
   7. Formulation of Contract Based on Evaluation Results
   8. Activity Logs as a Fitness Workout Outside of Classroom

C. Incorporation of Fitness Into Physical Education Curriculum and Activities
   1. Measure and Monitor Heart Rate and Target Heart Rate During Activities and Exercises
   2. Introduce Flexibility exercises of Each Activity as a Warm-Up and Cool-Down Stretch
   3. Identify Anatomy and Muscles Applicable to Activities
   4. Recognize Improvement of Components Enhances Performance in Sport Activities
   5. Utilize Activity Log as Outside Classroom Exercise Program

D. Fitness Unit
   1. Cognitive Concepts of Fitness Components
      a. Flexibility
      b. Body Composition
      c. Aerobic Endurance
      d. Abdominal Strength and Endurance
      e. Upper Body Strength and Endurance
   2. Health Risk Factors Applicable to Fitness Components
      a. Obesity/Overweight
      b. Lower Back Pain and Muscle Strain
      c. High Blood Pressure
      d. Diet and Cholesterol
      e. Smoking
      f. Drugs and Alcohol
      g. Lack of Exercise
      h. Heredity
      i. Development of Cardiovascular Disease

3. Lesson Plans and Activities for Each Fitness Component
    a. Flexibility
    b. Upper Body Strength and Endurance
    c. Abdominal Strength and Endurance
    d. Aerobic Endurance
    f. Body Composition
        1. Nutrition
        2. Weight Control
4. Fitness Circuit
5. Homework Assignment and Classroom Worksheets
6. Final Evaluation of Fitness Level
    a. Review Fitness Contract Goals and Preliminary Evaluation
    b. Perform Fitness Components for Final Evaluation
    c. Issue Fitness Report Card
    d. Recognize Achievement Levels
7. Cognitive Content Test
8. Class Report of Student Evaluations for District Grade Level Profile

E. Teacher Evaluation Procedures
1. Preliminary Assessment Evaluation (Fall)
2. Contract and Goal Setting
3. Activity Logs
4. Final Evaluation (Spring)
5. Student Fitness Level Report Card
6. Class Report for District Student Profile
7. Cognitive Content Test
8. Recognition of Student Achievement

F. Student Motivation/Recognition Techniques
1. Contract and Goal Setting
2. Activity Log
3. Recognition for Achievement
    a. Fitness Activity Log (outside class) Award
    b. Fitness Goals Attainment Award
    c. Fitness Standard Attainment Award
    d. Outstanding Fitness Level Attainment Award

G. Parental and Community Public Relations
1. Description of Program Sent Home
2. Parent Information Packet on Fitness
3. Newsletter on Fitness
4. Fitness Night

H. Interdisciplinary Approaches
   1. Math
      a. Maximum Heart Rate
      b. Target Heart Rate
   2. Science
      a. Anatomy/Muscles
      b. Heart Functioning
      c. Circulation
      d. Blood Pressure
      e. Cardiovascular Diseases/Heart Attack
   3. Art - Drawing Body in Motion
   4. Nurse - Measure Blood Pressure

I. Suggested Activities
   1. Fitness Fridays (One Friday a Month)
      a. Review/Work on Improvement of Component Level
      b. Review Goals set and Contract
      c. Review Activity Logs
      d. Fitness Circuit of Components
   2. Nutritional Fridays (One Friday a Month)
      a. Review Diet
      b. Relate Aspect of Nutrition to Fitness
   3. Aerobic Routines

J. Instructional Equipment and Teaching Aids
   1. Video tape on Fitness Program
   2. Evaluation Measurements
      a. Caliper and Tape Measures for Body Composition
      b. Sit and Reach Box for Flexibility
   3. Anatomy Charts
   4. Curriculum Guide to Fitness

ACTIVITY LOG

Name _____ Class _____

DATE	FITNESS ACTIVITY	MINUTES	HEART RATE	COMMENTS

DATE	FITNESS ACTIVITY	MINUTES	HEART RATE	COMMENTS

ROSLYN
PUBLIC SCHOOLS
BOX 367, ROSLYN, NEW YORK 11576 (516) 621-4900

Physical Education Department

Dear Parent,

The Roslyn Physical Education Department is pleased to take this opportunity to introduce you to our exciting new fitness education and assessment program implemented this year in our classes.

We have chosen this very unique program because we feel physical education is such an integral part of your child's curriculum. We're excited about this health related fitness program which entails the following aspects:

1. Educational- The program is designed to teach children the skills, knowledge and attitudes necessary to achieve lifetime fitness.

2. Motivational- We will work with your child to reach reasonable, accessible goals, and establish the means to reach them. The fitness program motivates students to change fitness habits through education, individualized goal-setting, and participation. The award program is designed to reward each student at his or her own level of achievement and encourage participation in physical activity.

3. Individualized- Because the program is based on personal goal-setting, all students can learn, participate and be recognized.

4. Health-Related- The program includes five fitness components (as recognized and defined by the American Academy of Pediatrics, 1987) - cardiovascular endurance, body composition, flexibility, and both upper body and abdominal strength and endurance. Each fitness component indicates the degree to which a risk factor may develop later in life.

In addition, you can look forward to your child bringing home report cards on progress and "homework"-fitness activities to do at home and at play to improve his or her fitness level.

This program needs your support. We encourage you to take part in these activities whenever possible to reinforce the need for fitness-for children and parents alike!

We want your child to be his or her best-healthy, fit and well-educated in all areas. Using this program, we will help your child to attain his or her fitness best. Feel free to contact us at school with any questions or for more information on this program. We look forward to working with you to make this an exciting and rewarding year!

Sincerely,

Physical Education Department

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ROSLYN
PUBLIC SCHOOLS
BOX 367, ROSLYN, NEW YORK 11576 (516) 621-4900

Physical Education Department

Dear Parent,

We have designed an Activity Log Sheet for your child to chart all the physical activity he/she is involved in outside of physical education class. For example, his/her participation in athletic team, community leagues and family recreation can be charted here.

Participation is voluntary. However, if your child does participate in outside activities, he/she will be rewarded with a "Fitness Activity Award." Your child will be asked to bring in this log sheet at the end of every quarter. More sheets are available when needed. We would appreciate it if you would sign the log at the end of the quarter so that we are all aware of your child's involvement and interest in fitness activities.

Thank you,

Physical Education Department

ROSLYN PHYSICAL EDUCATION DEPARTMENT

Physical Fitness: What is it?

Physical Fitness is a term with which people of all ages need to be familiar. However, there has never been on definition of physical fitness. In this informational packet, the term "Physical Fitness" refers to the level of efficiency of the Heart and Lung system, known as Cardiorespiratory Fitness.

The body has many important muscles, all of which need to be used or exercised regularly. The heart and lung system, however, is considered by most physicians to be the key to the prevention of heart disease, the number one killer in America today. Through the right kind of exercise, the chances of contracting heart disease may be lessened. The heart is a muscle and reacts to exercise as do the muscles in other parts of the body. Continuous vigorous exercise has the effect of strengthening the heart muscle and may result in an increase in the size of the heart. As well as increasing the sized and strength of the heart muscle, continuous vigorous exercise also increases the size and number of blood vessels in the heart and lung area. Thus, blood is pumped more efficiently as the level of cardiorespiratory fitness increases. These positive effects of vigorous exercise upon the heart and lung system decrease the chance for heart disease to occur.

Your cardiorespiratory fitness level affects how you look and how you feel. A person who has a high level of fitness performs her or his daily work without getting overly tired. When a full day's work is completed, the physically fit person has energy left over for leisure time activities: a walk to the park, a bike ride, a game of ball, or a refreshing jog around the block.

Habits and attitudes are established at an early age. It is essential that young children are taught the meaning and implications of cardiorespiratory fitness. Such simple experiences as putting their hands on their heart muscle after vigorous activity, to "feel the heart pumping blood fast" will begin to increase their awareness of this important muscle.

How Can I Help My Child to Stay Active for Longer Amounts of Time?

Now that you have an idea of your child's endurance, you can encourage her or him to continue "a little longer" when the first signs of tiring appear. A one minute increase per week would be a reasonable goal. This small increase would prevent your child from becoming discouraged or overly-tired to the point where a bad feeling about activity might be developed. Continue taking the pulse and recording both the activities and the pulse on a similar chart to measure improvement.

Attitudes are formed early in life. Help your child to develop a positive feeling for activity at an early age and get a head start on physical fitness!

Helpful Hints

There are many ways parents and family members may help young children get added activity time throughout the week. One of the best ways to increase the amount of time a child spends in activity is to join the child at the activity. Daily brisk walks or jogs to the park are fun. Most public parks or schools have a wide range of apparatus on which children may use their arms and legs for lengthy periods of time.

Bicycle riding is another activity that promotes fitness. Children who have access to a tricycle or bicycle can be encouraged to ride for longer periods of time.

Swimming, as well as roller skating, are activities through which young children can have fun and keep fit. Parents and children can also take a soccer ball or large rubber ball to the park and run and kick it around for a half hour or so.

Additional activities you might try with young children are kite flying, jumping rope, jogging in place, or dancing to a record. Why not take a few minutes out of the day to find out what activities your children are involved in? From there, see if you can increase the amount of time they spend in activity. With a little enthusiasm and extra time put aside each day, your child may be on the road to improving aerobic fitness!

References:

1. Petray, C., and Blazer, S., 1987. Health Related Physical Fitness. 2nd Edition. Edina, MN. Bellwether Press.
2. AAHPERD. 1989. Physical Best, The AAHPERD Guide to Physical Fitness Education and Assessment Manual. Reston, VA. AAHPERD

The following resources reflect the changes and growth of the Roslyn Public Schools K-12 physical wellness curriculum.

We have changed some of these resource materials to address the specific needs of our district's schools. However, in hopes that they might be useful to our colleagues, we include the original documents in this packet for your information. Please feel free to adapt them for your own district's needs.

FITNESS CONTRACT

In order to improve my Physical Fitness standards and make Physical Fitness an important part of my life, I have outlined the following plan with the guidance of my teacher. These goals have been set in order to earn the _____AWARD(S).

Fitness Component	Measurement	Fitness Standard	Pre-Evaluation	My Goal	Final Evaluation
Aerobic Endurance	Mile Walk/Run				
Body Composition	Tricep/Calf_____ Body Girth_____				
Flexibility	Sit and Reach				
Abdominal Strength and Endurance	Sit-Ups				
Upper Body Strength and Endurance	Pull-Ups_____ Modified_____ Flex Arm Hang_____				
			Date:		Date:

In order to reach these goals by _____ *(date)*, I will participate in the following activities with the recommended frequency as outlined by my teacher. This agreement is made with my full cooperation.

Aerobic Endurance	
Body Composition	
Flexibility	
Abdominal Strength/Endurance	
Upper Body Strength/Endurance	

Student Signature Teacher Signature Date

PHYSICAL FITNESS EVALUATION REPORT

Student Name _____ Age _____

Grade-Period _____ Teacher _____ Date _____

Fitness Component	Measurement	Fitness Standard	Pre-Evaluation	My Goal	Final Evaluation
Aerobic Endurance	Mile Walk/Run				
Body Composition	Tricep/Calf_____ Body Girth_____				
Flexibility	Sit and Reach				
Abdominal Strength and Endurance	Sit-Ups				
Upper Body Strength and Endurance	Pull-Ups_____ Modified_____ Flex Arm Hang_____				

HEALTH RELATED PHYSICAL FITNESS EVALUATION MEASUREMENT

1. Outstanding Fitness Performance Level
2. Above Standard Fitness Performance Level
3. Standard Fitness Performance Level
4. Below Standard Fitness Performance Level
5. Minimal Standard Fitness Performance Level
6. Below Minimal Standard Fitness Performance Level

TOTAL FITNESS EVALUATION

5	Outstanding Fitness Level
6 - 10	Above Standard Fitness Level
11 - 15	Standard Fitness Level
16 - 20	Below Standard Fitness Level
21 - 25	Minimal Standard Fitness Level
26 - 30	Health Risk Fitness Level

HEALTH RELATED FITNESS EVALUATION

Aerobic Exercise	_____
Body Composition	_____
Flexibility	_____
Abdominal Strength	_____
Upper Body Strength	_____
Total Fitness Evaluation	_____

FITNESS EVALUATION COMMENTS

1. Fantastic-Outstanding Achievement
2. Working Above Fitness Standards
3. Meeting Fitness Standards
4. Student Has Worked Hard To Meet Goals...Nice Job
5. Nice Effort...Keep Working Towards Goals
6. Needs To Work Harder To Meet Fitness Standards/Goals
7. Needs To Work On Abdominal Strength And Endurance
8. Needs To Work On Upper Body Strength And Endurance
9. Needs To Work On Flexibility
10. Needs To Work On Aerobic Endurance
11. Needs To Concentrate On Dietary Habits
12. Needs To Concentrate On Weight Control

HEALTH RELATED FITNESS STANDARDS

GIRLS

	AEROBIC ENDURANCE	BODY COMPOSITION	FLEXIBILITY	ABDOMINAL STRENGTH	UPPER BODY STRENGTH
AGE	One Mile Walk/Run (minutes)	Sum of Skinfold (mm)	Sit and Reach (cm)	Sit-Ups	Pull-Ups
5	14:00	16 - 36	25	20	1
6	13:00	16 - 36	25	20	1
7	12:00	16 - 36	25	24	1
8	11:30	16 - 36	25	26	1
9	11:00	16 - 36	25	28	1
10	11:00	16 - 36	25	30	1
11	11:00	16 - 36	25	33	1
12	11:00	16 - 36	25	33	1
13	10:30	16 - 36	25	33	1
14	10:30	16 - 36	25	35	1
15	10:30	16 - 36	25	35	1
16	10:30	16 - 36	25	35	1
17	10:30	16 - 36	25	35	1
18	10:30	16 - 36	25	35	1

BOYS

	AEROBIC ENDURANCE	BODY COMPOSITION	FLEXIBILITY	ABDOMINAL STRENGTH	UPPER BODY STRENGTH
AGE	One Mile Walk/Run (minutes)	Sum of Skinfold (mm)	Sit and Reach (cm)	Sit-Ups	Pull-Ups
5	13:00	12 - 25	25	20	1
6	12:00	12 - 25	25	20	1
7	11:00	12 - 25	25	24	1
8	10:00	12 - 25	25	26	1
9	10:00	12 - 25	25	30	1
10	9:30	12 - 25	25	34	1
11	9:00	12 - 25	25	38	2
12	9:00	12 - 25	25	38	2
13	8:00	12 - 25	25	40	3
14	7:45	12 - 25	25	40	4
15	7:30	12 - 25	25	42	5
16	7:30	12 - 25	25	44	5
17	7:30	12 - 25	25	44	5
18	7:30	12 - 25	25	44	5

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HEALTH RELATED PHYSICAL FITNESS EVALUATION MEASUREMENT

1. OUTSTANDING FITNESS PERFORMANCE LEVEL
2. ABOVE STANDARD FITNESS PERFORMANCE LEVEL
3. STANDARD FITNESS PERFORMANCE LEVEL
4. BELOW STANDARD FITNESS PERFORMANCE LEVEL
5. MINIMAL STANDARD FITNESS PERFORMANCE LEVEL

TOTAL FITNESS EVALUATION

5	OUTSTANDING FITNESS LEVEL
6-10	ABOVE STANDARD FITNESS LEVEL
11-15	STANDARD FITNESS LEVEL
16-20	BELOW STANDARD FITNESS LEVEL
21-25	MINIMAL STANDARD FITNESS LEVEL
26-30	HEALTH RISK FITNESS LEVEL

HEALTH RELATED PHYSICAL FITNESS - BOYS

A G E L E V E L S

Component	Level of Performance	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Aerobic Endurance 1 Mile Walk/Run	Outstanding Standard Minimal	10:18 13:00 14:00	10:15 12:00 13:00	9:22 11:00 12:30	8:48 10:00 12:00	8:31 10:00 11:00	7:57 9:30 11:00	7:32 9:00 10:00	7:11 9:00 10:00	6:50 8:00 10:00	6:26 7:45 9:00	6:20 7:30 9:00	6:08 7:30 9:00	6:06 7:30 9:00	6:00 7:30 9:00
Body Composition Sum of Skinfold (mm)	Outstanding Standard Mimimal	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0 - 5 12 - 25 34 - 40	0-5 12-25 34-40	0 - 5 12-25 34-40	0 - 5 12-25 34-40	0 - 5 12-25 34-40	0 - 5 12-25 34-40
Flexibility Sit and Reach (cm)	Outstanding Standard Minimal	31 25 2	31 25 20	30 25 20	31 25 20	31 25 20	31 25 20	31 25 20	31 25 20	33 25 20	36 25 20	37 25 20	38 25 20	41 25 20	41 25 20
Abdominal Strength and Endurance Sit-Ups	Outstanding Standard Minimal	32 20 17	33 20 17	36 24 22	40 26 24	41 30 27	45 34 30	47 36 32	50 38 35	53 40 38	56 40 38	57 42 38	56 44 38	55 44 38	55 44 38
Upper Body Strength and Endurance Pull-Ups	Outstanding Standard Minimal	2 1 DO	2 1	4 1 M	5 1 0	5 1 D	6 1 I	6 2 F	7 2 I	7 3 E	10 4 D	11 5	11 5 PU	13 5 LL-	13 5 UP
Modified Pull-Up	Outstanding Standard Minimal	6 3 1	6 3 1	8 4 2	9 4 2	9 5 3	10 5 3	10 5 3	11 6 3	11 6 4	14 7 4	15 7 4	16 8 4	17 8 4	17 8 4
Flex Arm Hang (Seconds)	Standard Minimal	5 3	6 3	8 4	10 5	10 5	11 6	11 6	12 6	14 8	20 11	28 18	30 20	30 20	30 20

HEALTH RELATED PHYSICAL FITNESS - GIRLS

A G E L E V E L S

Component	Level of Performance	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Aerobic Endurance 1 Mile Walk/Run	Outstanding Standard Minimal	11:20 14:00 15:00	11:20 13:00 14:30	10:36 12:00 14:00	10:02 11:30 13:00	9:30 11:00 12:30	9:19 11:00 12:30	9:02 11:00 12:00	8:23 11:00 12:00	8:13 10:30 12:00	7:59 10:30 12:00	8:08 10:30 12:00	8:23 10:30 12:00	8:15 10:30 12:00	8:15 10:30 12:00
Body Composition Sum of Skinfold (mm)	Outstanding Standard Mimimal	1 - 10 16 - 36 44 - 49	1 -10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16 - 36 44 - 49	1 - 10 16-36 44-49	1 - 10 16-36 44-49	1 - 10 16-36 44-49	1 - 10 16-36 44-49	1 - 10 16-36 44-49
Flexibility Sit and Reach (cm)	Outstanding Standard Minimal	32 25 20	32 25 20	32 25 20	33 25 20	33 25 20	33 25 20	34 25 20	36 25 20	38 25 20	40 25 20	43 25 20	42 25 20	42 25 20	42 25 20
Abdominal Strength and Endurance Sit-Ups	Outstanding Standard Minimal	32 20 19	32 20 19	34 24 21	38 26 24	39 28 26	40 30 28	42 33 28	45 33 30	46 33 31	47 35 32	48 35 31	45 35 30	44 35 30	44 35 30
Upper Body Strength and Endurance Pull-Ups	Outstanding Standard Minimal	2 1 DO	2 1	2 1 M	2 1 O	2 1 D	3 1 1	3 1 F	2 1 1	2 1 E	2 1 D	2 1	1 1 PU	1 1 LL-	1 1 UP
Modified Pull-Up	Outstanding Standard Minimal	4 1 DO	4 1	4 1 F	4 1 L	4 1 E	5 1 X	5 1 A	4 1 R	4 1 M	4 1	4 1 H	2 1 A	2 1 N	2 1 G
Flex Arm Hang (Seconds)	Standard Minimal	5 3	5 3	6 4	8 4	8 4	8 4	7 4	7 3	8 4	9 4	7 4	7 3	7 4	7 4

PHYSICAL FITNESS CLASS REPORT

STUDENT NAME	Gender	Grade	Age	Aerobic Endurance Mile or 12 Mins. Score Eval.	Body Composition Caliper or Body Girth Score Eval.	Flexibility Sit and Reach	Muscular Strength Sit-Ups Score Eval.	Muscular Endurance Pull-Ups or Modified Score Eval.	Comments Overall Eval. 1 2 3 4 5 6
					%				
					%				
					%				

PHYSICAL FITNESS CLASS REPORT

STUDENT NAME	Gender	Grade	Age	Aerobic Endurance Mile or 12 Mins. Score Eval.	Body Composition Caliper or Body Girth Score Eval.	Flexibility Sit and Reach	Muscular Strength Sit-Ups Score Eval.	Muscular Endurance Pull-Ups or Modified Score Eval.	Comments Overall Eval. 1 2 3 4 5 6
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WEIGHT TRAINING WORKOUT PROGRAM

NAME _____ PERIOD _____

UPPER BODY		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	MUSCLE REGION
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
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	SET												
	REPS												
	WT												
	SET												
	REPS												

LOWER BODY		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	MUSCLE REGION
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												
	WT												
	SET												
	REPS												

FLEXIBILITY		DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	SPECIFIC MUSCLES
	TIME												
	SET												
	REPS												
	TIME												
	SET												
	REPS												
	TIME												
	SET												
	REPS												
	TIME												
	SET												
	REPS												
	TIME												
	SET												
	REPS												
	TIME												
	SET												
	REPS												
AEROBIC ENDURANCE													
	TIME												
	I.												
	THR												
	TIME												
	I.												
	THR												
	TIME												
	I.												
	THR												
	SET												
PULL-UPS	REP												
	SET												
MODIFIED PULL-UP	REP												
	SET												
HIP FLEXOR	REP												
FLEX ARM HANG	TIME												
	SET												
PUSH-UPS	REPS												
MODIFIED PUSH-UPS	SET												
	REPS												
SIT-UPS	SET												
	REPS												
	SET												
	REPS												
	SET												
	REPS												
	SET												
	REPS												

WEIGHT TRAINING CHART

UNIVERSAL MACHINE	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS
LEG PRESS																					
HIGH LAT. PULL																					
ARM CURL																					
SHOULDER PRESS																					
HIP FLEXOR																					
BENCH PRESS																					
INCLINE BOARD (Sit-Ups)																					
ABDOMINAL EXTENSION																					
LEG LIFT (Quad)																					
LEG LIFT (Ham)																					
HYDRA-FITNESS																					
QUAD-HAM PRESS																					
BENCH PRESS																					
PRO-ROW I																					
PRO- ROW II																					
PULL-UPS																					
PUSH-UPS																					
JUMP ROPE																					
BIKE																					
DIPS																					

UNIVERSAL MACHINE	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS	WT.	SET	REPS
LEG PRESS																					
HIGH LAT. PULL																					
ARM CURL																					
SHOULDER PRESS																					
HIP FLEXOR																					
BENCH PRESS																					
INCLINE BOARD (Sit-Ups)																					
ABDOMINAL EXTENSION																					
LEG LIFT (Quad)																					
LEG LIFT (Ham)																					
HYDRA-FITNESS																					
QUAD-HAM PRESS																					
BENCH PRESS																					
PRO-ROW I																					
PRO- ROW II																					
PULL-UPS																					
PUSH-UPS																					
JUMP ROPE																					
BIKE																					
DIPS																					

INDIVIDUAL FITNESS WORKOUT PROGRAM

NAME _____ PERIOD _____

EXERCISE, ACTIVITY, EQUIPMENT	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	MUSCLE REGION

INDIVIDUAL FITNESS WORKOUT PROGRAM

NAME _____ PERIOD _____

EXERCISE, ACTIVITY, EQUIPMENT	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	MUSCLE REGION

WORKOUT PROGRAM

NAME _____
AGE _____
GENDER _____

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

WORKOUT PROGRAM

NAME _____
AGE _____
GENDER _____

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

WEEK	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5
DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY	DATE	ACTIVITY
F		F		F		F		F	
I		I		I		I		I	
T		T		T		T		T	
THR		THR		THR		THR		THR	
COMPNT		COMPNT		COMPNT		COMPNT		COMPNT	

DIET CHART

DAY 1			DAY 2			DAY 3			DAY 4			DAY 5			DAY 6			DAY 7		
BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT
LUNCH			LUNCH			LUNCH			LUNCH			LUNCH			LUNCH			LUNCH		
DINNER			DINNER			DINNER			DINNER			DINNER			DINNER			DINNER		
SNACKS			SNACKS			SNACKS			SNACKS			SNACKS			SNACKS			SNACKS		
TOTALS			TOTALS			TOTALS			TOTALS			TOTALS			TOTALS			TOTALS		
Calories			Calories			Calories			Calories			Calories			Calories			Calories		
Fat			Fat			Fat			Fat			Fat			Fat			Fat		
% Fat			% Fat			% Fat			% Fat			% Fat			% Fat			% Fat		

DIET CHART

DAY 1			DAY 2			DAY 3			DAY 4			DAY 5			DAY 6			DAY 7		
BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT	BREAKFAST	CAL	FAT
LUNCH			LUNCH			LUNCH			LUNCH			LUNCH			LUNCH			LUNCH		
DINNER			DINNER			DINNER			DINNER			DINNER			DINNER			DINNER		
SNACKS			SNACKS			SNACKS			SNACKS			SNACKS			SNACKS			SNACKS		
TOTALS			TOTALS			TOTALS			TOTALS			TOTALS			TOTALS			TOTALS		
Calories			Calories			Calories			Calories			Calories			Calories			Calories		
Fat			Fat			Fat			Fat			Fat			Fat			Fat		
% Fat	73		% Fat			% Fat			% Fat			% Fat			% Fat	74		% Fat		

FITNESS GOALS AWARD

Presented to

In recognition of a student who has attained
INDIVIDUAL FITNESS GOALS
You are commended for your effort to improve your performance in a fitness component!

_____
Date

_____
Component(s)

_____
Teacher

FITNESS ACTIVITIES AWARD

Presented To

In recognition of a student who has participated in
PHYSICAL FITNESS ACTIVITIES
You are commended for your effort to improve a fitness component!

_____
Date

Component(s)

_____
Teacher

HEALTH FITNESS AWARD

Presented To

in recognition of a student who has attained the

HEALTH FITNESS STANARD

in all five physical fitness components.

You are commended for your performance!

_____ _____

Teacher Date